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ABSTRACT

The materials comprise the curriculum for an introductory course in academic writing for limited English proficient adult or college students. The guide is intended for the upper end of a survival language skills course or the lowest end of an academic developmental writing sequence. The curriculum instructs students on academic life and assists them in adjustment to it. Unit topics include the first day of class; rules, requirements, and instructor expectations; classroom conduct; study habits; concentration; student services; and telecourses. Composition exercises progress from recognition to controlled writing and on to independent writing. Students begin by learning basic sentence patterns and move on to paragraphs. It is intended that the units be followed in sequence. Three modes of discourse (narrative, process, and examples) were chosen for their broad applicability to tasks encountered by students in early stages of academic work. Group work and peer editing have been found to be useful with the materials, and it is recommended that the materials be used in conjunction with grammar instruction. Brief annotated bibliographies list additional texts and other materials for both writing and grammar instruction. (MSE)

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BRIDGES TO ACADEMIC WRITING

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BRIDGES TO ACADEMIC WRITING

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BRIDGES TO ACADEMIC WRITING

Introduction

Many LEP students who have reached or completed the upper levels of a survival English as a Second Language program, or who have acquired some oral proficiency through longevity in this country, feel ready and eager to take GED, vocational or college courses. However, they find that their lack of writing skills either keeps them out entirely or severely handicaps them. This book picks up where adult education and life experience may leave off. It is a transitional course at the upper end of a survival sequence or at the lowest end of an academic developmental writing sequence.

The context is meant to instruct students on academic life and ease their adjustment to it. Some of the topics included are first day of class; rules, requirements and expectations of instructors; classroom conduct; study habits; concentration; student services, and telecourses. The composition exercises progress step by step from recognition to controlled writing to independent writing. Students begin by learning basic sentence patterns and then move into paragraphs. For full benefit of this progression, the Units should be followed in sequence. The three modes of discourse--narrative, process, and examples--were chosen because they seem to be the most useful and the most broadly applicable to tasks encountered by students in the earliest academic stages.

The explanations and exercises are easily adaptable to any instructor's style, but our own years of experience and our field testing of this material indicate that group work and peer editing are highly effective. Many, if not all, exercises can be done in groups or pairs, or they can be done individually and then edited or revised in groups or pairs. Where applicable, it is advisable to do exercises orally before assi ing them to be written. We urge a variety of methods and adaptation to the particular needs of class and individuals.

We also urge that the text be used in conjunction with a grammar, since grammar problems are abundant and pervasive at this level. In the first unit, we suggest the review of certain grammar points as they occur in the exercises, but the instructor is encouraged to continue the process relentlessly, either by working systematically through a grammar text or by picking and choosing as the need dictates. In the Appendix, we have listed some grammars that we consider appropriate.

The reason for undertaking this project is an apparent scarcity of material addressing the needs of students in transition. But we did find a few composition texts that may be helpful. They, too, are listed in the Appendix.

We owe a debt of gratitude to our department chair, Mary Ann McKeever, who got the ball rolling, caught the bounces, and kept it on course. We also wish to thank the following for their valuable assistance: Dean Richard L. Storinger, Marilyn Appelson, Linda Davis, Joan Lauf, and the students of Anthony Nelson and Rosemary Palicki.

Unit 1 Simple and Compound Sentences

In this book, you will learn about writing paragraphs. You will practice a certain kind of writing. It is called academic writing. You and your classmates will need to have this skill for your future studies in school.

We must begin the study of paragraphs with sentences. Sentences are the elements of a paragraph. A paragraph consists of a group of related sentences. It is important to spend some time learning the different types of sentences and practicing them. Any type of sentence must include at least one subject and one verb. Also, a sentence always begins with a capital letter and ends with a period (.) or sometimes an exclamation mark (!). Of course, it might be a question. Then it will end with a question mark (?). A sentence must be able to stand alone as an independent thought.

NOTE TO THE INSTRUCTOR: If necessary, this may be a good opportunity for some exercises on the functions of nouns, particularly as subjects of verbs, and on count/non-count and singular/plural nouns. You may also want to stress the fact that infinitives (to spend), gerunds (writing paragraphs), and participles without auxiliary verbs (related, learning, practicing), do not count as verbs.

You have just read many sentences. Here are two of them again:

In this book, you will learn about writing paragraphs.
(capital letter) (subject) (verb) (period)

Sentences are the elements of paragraphs.
(subject) (verb)

There are three major kinds of sentences:

A. Simple B. Compound C. Complex

In this Unit you will practice the first two.

A. Simple Sentences

All of the sentences in this Unit so far have been simple sentences. There are three types of simple sentences.

1. Simple Subject, Simple Verb (SV)

   This kind of sentence has only one subject and one verb.

   Example: You (S) will practice (V) a certain kind of paragraph.

2. Simple sentence with a Compound Subject (SSV)

   This kind of sentence has more than one subject for the same verb.

   Example: You (S) and your classmates (S) will need (V) to have this skill for your future studies in school.

3. Simple sentence with a Compound Verb (SVV)

   This kind of sentence has more than one verb for the same subject.

   Example: Also, a sentence (S) begins (V) with a capital letter and ends (V) with a period.

Now you will study each of these three types in more detail.

1. Simple Subject, Simple Verb (SV)

This is the simplest sentence of all.

Examples:

It is called academic writing.
S V

We must begin the study of paragraphs with sentences.
S V

NOTE TO THE INSTRUCTOR: If necessary, this may be a good opportunity for some exercises on passive voice and/or modals.

Practice I. Recognition

There are many other SV sentences in the first two paragraphs of this Unit. Underline them and mark the subject "S" and the verb "V".

Practice 2

Here are some subjects and verbs. Write a sentence for each pair. Do not add any more subjects or verbs. Some of the subjects may need a word in front of them, such as "the," "some," "his," etc. Your teacher may want you to copy your sentences on a separate piece of paper to hand in, or she may want you to read them out loud or write them on the board.

NOTE TO THE INSTRUCTOR: If necessary, this may be a good opportunity for some exercises on articles and other noun markers.

Example: classes/are

My English classes are very important.

1. we/don't have

.....

2. Jerry/will start

.....

3. student/was

.....

4. men/are working

.....

5. children/have eaten

.....

6. I/go

.....

7. Chicago/is

.....

8. Sally/graduated

.....

9. Mrs. Kim/is learning

.....

10. Birds/fly

.....

Practice 3

Below are spaces in which to write ten SV sentences. For each, either the subject or the verb is given. Use that in your sentence. Mark the subject and the verb (S and V) in each of your sentences. Your instructor may want you to copy these on a separate piece of paper to hand in, or he may want you to write them on the board.

NOTE TO THE INSTRUCTOR: If necessary, this may be a good opportunity for a basic review of nouns and verbs as parts of speech.

Examples:

(college) College is sometimes confusing for the new student.
S V .....

(have) College students have a great deal of responsibility.
S V .....

1. (are) .....

2. (read .....

3. (paper) .....

4. (Ann) .....

5. (will eat) .....

6. (friends) .....

7. (doesn't understand) .....

8. can't afford) .....

9. (bookstore) .....

10. (Professor Nelson) .....

11. (am learning) .....

Practice 4. Guided Writing

Answer each of the following questions with a complete SV sentence. After finishing each sentence, begin and continue the next one on the same line. Do not use "yes" or "no" in your answers.

NOTE TO THE INSTRUCTOR: This practice can be done with books closed. Have the students write their answers as you read the questions. You may want to have one or two students write their sentences on the board as you proceed. Their versions can be used as a basis for discussion.

Examples:

How long have you been in this country? Do you plan to stay?

I have been in this country for four years. I (do not) plan to stay.

Questions:

When did you begin to study at this school? Have you found the bookstore? Have you eaten in the cafeteria? Do you go often to the library? Where in this school do you spend most of your time?

NOTE: If the class is not in a setting that is applicable to the above questions, the following questions may be substituted:
When did you first come to this school? Do you like your classes? Have you learned a lot of English? Do you use your English every day? Where do you use English the most?

.....

.....

.....

.....

.....

2. Compound Subject (SSV)

Examples:

Careful time scheduling (S) and good study habits (S) will help (V) you get good grades in college.

Too many work hours (S) and too much TV (S) can cause (V) poor grades in school.

Practice 5. Recognition

Underline only the SSV sentences in the following paragraph. Label the subjects (S) and the verb (V) in each. The first has been done for you.

NOTE TO THE INSTRUCTOR: If necessary, this may be a good opportunity for some exercises on noun modifiers, particularly nouns as adjectives.

Each new semester, the first week, (S) and especially the first day, (S) are very important for college students (V). In the first class, the instructor will introduce herself and the course and tell the students her requirements. Tests and papers are examples of requirements. The instructor will probably give the students some handouts with important information. Course outlines and assignment due dates are examples of information on handouts. The students also should go to the bookstore as soon as possible and buy their books. They can buy other necessary materials there, too, such as pencils, pens, paper, and notebooks. An assignment notebook and a pocket calendar will help organize their

studies and their time. Finally, during the first week of classes, each student and a classmate should get to know one another. They should exchange phone numbers. Then, in case of illness, one can call the other to find out the assignment and get other important information.

Practice 6. Sentence Combining

Here are pairs of simple sentences with simple subjects. Combine each pair into one simple sentence with a compound subject (SV + SV> SSV). Notice that in an SSV sentence, the verb will always be in the plural form because it has two subjects. This simply means that in the present tense form, the verb will not have an "s" on the end of it, and "has" will change to "have", "is" to "are", "does" to "do", etc.

NOTE TO THE INSTRUCTOR: If necessary, this may be a good opportunity for some exercises on subject/verb agreement.

Example:

The college catalog contains much useful information about the school.

Brochures contain much useful information about the school.

The college catalog and brochures contain much useful information about the school.
S S V

1. Nancy Adams wants to work on the student newspaper.

   Jack Chen wants to work on the student newspaper.

   .....
   SSV

   .....

2. Mrs. Potts is studying Hotel-Motel Management.

   Alicia Aguirre is studying Hotel-Motel Management.

   .....
   SSV

   .....

3. Sun Hong arrived late this morning.

   His sister arrived late this morning.

   .....
   SSV

   .....

4. Bad study habits will result in bad grades.

   Poor attendance will result in bad grades.

   .....
   SSV

   .....

5. Akira has found a quiet place to study.

   His friend has found a quiet place to study.

   .....
   SSV

   .....

Practice 7. Sentence Expansion and Reduction

Here are ten sentences. Some are SV and some are SSV. If the sentence is SV, rewrite it, adding another subject to make it SSV. If the sentence is SSV, rewrite it with only one subject to make it SV. Some other changes may be necessary, as shown in boldface in the first example below.

Examples:

Noriko is hoping to improve her writing.
S V

Noriko and Carmen are hoping to improve their writing.
S S V

NOTE TO THE INSTRUCTOR: If necessary, this may be a good opportunity for some exercises on possessive adjectives.

Most instructors and counselors really care about their students.
S S V

Most instructors really care about their students.
S V

or

Most counselors really care about their students.
S V

1. Tom has never worked so hard in his life. (What is the plural of life?)

.....

2. Ana and Juan are going to ask for information about getting a green card.

.....

3. Professor Jones and Professor Smith will require term papers this semester.

.....

.....

4. I don't understand that instructor very well.

.....

.....

5. You can get extra help with your English in the writing lab or in the learning lab.

.....

.....

6. Textbooks and class lectures are the major sources of information in most college courses.

.....

.....

7. Sarah doesn't allow enough time to do her homework properly.

.....

.....

8. Mr. Ward accepts only typewritten assignments.

.....

.....

9. That test and that math project were too difficult.

   (What is the singular of were?)

   .....

Practice 8

Here are some compound subjects with verbs. Write a sentence for each. The first subject may not necessarily be the first word of your sentence. Do not add any more subjects or verbs. Your teacher may want you to copy your sentences on a separate piece of paper to hand in, or he may want you to read them out loud or write them on the board.

Example:

   peace/quiet/are

   Peace and quiet are impossible in my house.
   S S V

1. friend/I/bought

   .....

2. Margarita/husband/sold

   .....

3. houses/cars/cost

   .....

4. supermarkets/drugstores/sell

   .....

5. apples/peaches/don't taste

.....

6. hurricanes/tornados/destroy

.....

7. you/mother/will like

.....

8. Janine/Yves/haven't started

.....

9. The Moys/the Wongs/will travel

.....

10. Mrs. Patel/children/love

.....

3. Compound Verb (SVV)

Examples:

The orchestra conductor (S) writes (V) music and plays (V) several instruments.

My instructor (S) recognizes (V) me in the hall but never remembers (V) my name.

Practice 9. Recognition

Turn back to the paragraph in Practice 5 on pp. 13-14 Find the SVV sentences and copy them here.

.....

.....

.....

.....

.....

.....

Practice 10. Sentence Combining

Here are some pairs of simple sentences with simple verbs. Combine each pair into one simple sentence with a compound verb (SV + SV > SVV). Use "and" or "but".

Example:

In the first class, the instructor (S) will introduce (V) herself and the course.

She (S) will tell (V) the students her requirements.

In the first class, the instructor (S) will introduce (V) herself and the course and tell (V) the students her requirements.

Notice that it is not necessary to repeat will for the verb when both are in the future tense.

1. The counselor at the college talked with Ahmed.

   He tried to help him find the best courses for his needs.

   .....
   SVV

   .....

2. Mr. and Mrs. Johnson are going to need $8000 to send their son to college this year.

   They may not reach their goal.

   .....
   SVV

   .....

3. Thomas A. Edison invented the record player in 1878.

   He produced a long-lasting electric bulb in 1880.

   .....
   SVV

   .....

4. Tonight the wind will increase steadily to about 30 miles per hour.

   Then it will die down again.

   .....
   SVV

   .....

5. A sentence expresses a complete thought or idea.

   It must include a subject and a verb.

   .....
   SVV

   .....

Practice 11. Sentence Expansion

Here are five sentences. Rewrite each, adding another verb to make it SVV.

Example:

Water boils at 212 degrees Fahrenheit.
S V

Water boils at 212 degrees Fahrenheit and freezes at 32 degrees
S V V

Fahrenheit.
.....

1. Earthquakes cause cracks in the ground.

   .....
   SVV

2. I can read English.

.....
SVV

.....

3. Our class starts at 11:30.

.....
SVV

.....

4. Sasha slept late this morning.

.....
SVV

.....

5. Tomorrow the instructor will talk about compound sentences.

.....
SVV

.....

Review of Simple Sentences

Practice 12

Read the following paragraphs and then answer the questions that follow, using the type of simple sentence indicated. Do not begin your sentences with "yes". or "no".

In college classes, students and instructors follow a set of understood rules. Some instructors will print many of these rules on a handout for the students on the first day, but many will not. Students should know them. For example, instructors will generally not accept late work and will give a "0" or a grade of "F" instead. Therefore, students must know about each homework assignment and do it on time. Absence is not an acceptable reason for not knowing about an assignment. For this reason, instructors give students their office phone numbers, and students often write down the phone number of at least one other member of the class. In this way, absent students can find out what they missed and still do their homework on time.

It is especially important to be present on the day of a test or an announced in-class essay or composition. It is also important to be there on the day a major assignment is due. Instructors usually give failing grades for missing these kinds of activities, and that can seriously hurt a student's final grade. On these important days, absent students call the instructor on the telephone to explain the problem. The instructor may not be in her office, but the students can usually leave a message for her. Then the instructor can make other arrangements

for the absent students. Not all reasons for absence are acceptable. Illness or a death in the family are good reasons, but a sleeping late and going shopping are not. Instructors do not always agree on all good and bad reasons, so students should try to miss as few classes as possible.

NOTE TO THE INSTRUCTOR: If necessary, this may be a good opportunity for some exercises on gerunds and participial adjectives.

Sample Question and Answer:

What do you thing of the rules discussed in this reading?

(SV) The rules are necessary and logical.
S V

1. Who knows the rules?

(SSV).....

2. To your knowledge, are these rules similar to school rules in your country?

(SV).....

3. A student has the flu and cannot go to class. What does he do?

(SV).....

4. A student has the flu on the day of a quiz. What does she do?

(SVV).....

5. Last night you worked until 2 A.M. Today you are tired and sleepy. You have a big exam at school. What do you do?

(SV).....

6. You have a big test tomorrow but can't find your book to study. What do you do?

(SVV).....

.....

7. Are tiredness and lost books good reasons for absence on the day of a test?

(SSV).....

8. What are two more bad reasons for absence?

(SSV).....

.....

9. Yesterday was a day for writing a composition in class. Joe Nguyen knew about it but broke his right arm the night before and couldn't write. He just stayed home. The instructor never heard from Joe. What did the instructor do?

(SV).....

10. What do college students do in order to avoid problems with their studies and their instructors?

(SVV).....

.....

B. Compound Sentences (SV, SV)

A compound sentence is really two separate sentences written together as one single sentence. These two sentences are very closely related to each other in meaning and content, so the writer prefers to join them.

Example:

You (S) should get (V) to class on time. You (S) will miss (V) the first part of the test.

You (S) should get (V) to class on time, or you (S) will miss (V) the first part of the test.

The writer can connect two closely related sentences by replacing the period (.) with a comma (,) plus the words and, or, but, or so. These four connecting words are conjunctions, and each has a special meaning. As you go through them with your instructor, tell what the two original sentences were for each example.

and is used if the second sentence is an additional complete thought.

Example from the paragraph above:

These four connecting words (S) are (V) conjunctions, and each (S) has (V) a special meaning.

or is used if the second sentence is an alternative to the first. Sometimes the alternative shows what will happen if the first part does not happen, as in the first example below.

Examples:

You (S) should get (V) to class on time, or you (S) will miss (V) the first part of the test.

An instructor (S) may accept (V) your reason for being absent, or he (S) may not (V).

but is used if the second sentence shows a difference from or contradicts the first.

Example:

Some instructors (S) will print (V) many of the rules on a handout for the students on the first day, but many (S) will not (V).

so is used if the second sentence is a result of the first.

Example from the paragraph above:

These two sentences (S) are (V) very closely related to each other in meaning, so the writer (S) prefers (V) to join them.

Practice 1. Recognition

Look again at the example above for the conjunction, but. That compound sentence is from the paragraphs in Practice 12 (p. 24) of Part A in this Unit. There are some other compound sentences there, too. Read those paragraphs again and underline each compound sentence. Mark each subject "S" and each verb "V". Circle the conjunction. Do not confuse compound

sentences (SV,SV) with simple sentences that have a compound verb (SVV).

Compare:

SVV: The instructor (S) asked (V) the question and then answered (V)

it herself.

SV,SV: The instructor (S) asked (V) the question, and then she (S) answered (V)

it herself.

The instructor (S) asked (V) the questions, and then the student (S)

answered (V) it.

Practice 2. Sentence Combining

Combine each of the following pairs of sentences into one compound sentence (SV + SV> SV,SV). Use the indicated conjunction.

Example:

Madeleine has missed four classes. She doesn't always do her homework.

(and)

Madeleine (S) has missed (V) four classes, and she (S) doesn't (V) always do her homework.

1. Madeleine has missed four classes and several assignments.

The instructor has asked her to drop the course. (so)

SV,SV

2. The instructor thinks Madeleine should drop the course.
   Madeleine refuses. (but)

   .....
   SV,SV
   .....

3. Madeleine should drop the course. The instructor will give
   her an F. (or)

   .....
   SV,SV
   .....

4. Madeleine won't drop the course. Her work isn't improving. (and)

   .....
   SV,SV
   .....

5. Madeleine needs to change her study habits. School will continue to
   be a problem for her. (or)

   .....
   SV,SV
   .....

Practice 3. Sentence Combining

Combine each of the following pairs of sentences into one compound sentence using an appropriate conjunction. Be prepared to explain your answer.

Example:

Alaska is the largest state. It has the smallest population.

Alaska is the largest state, but it has the smallest population.
S V S V

(This shows a difference or a contradiction.)

1. The students are taking a test. It is very quiet in the classroom.

.....
SV,SV

.....

2. They said nothing to the teacher. He said nothing to them.

.....
SV,SV

.....

3. Bob wanted to put a poster on the wall. He didn't have permission.

.....
SV,SV

.....

4. Math is difficult for Gina. She has made an appointment in the Academic Services Center to get some help.

.....
SV,SV

.....

5. Kumar wants to go away to school next year. His parents can't help him pay his expenses.

.....
SV,SV

.....

Practice 4.

Write four original compound sentences using the conjunction indicated. When you finish, your instructor may want you to work with a partner to see

that all of your sentences are correct. Then she may ask you to copy your sentences on a separate piece of paper to hand in.

Examples:

(so) I didn't understand that lesson, so I asked the teacher to explain it again.

(and) Math is Ted's favorite subject, and psychology is his hardest.

1. (and) .....

.....

2. (or) .....

.....

3. (but) .....

.....

4. (so) .....

.....

C. Punctuation Review

In this unit you (S) learned (V) some things about sentences.

1. They (S) begin (V) with a capital letter and end (V) with a period.

2. They (S) must have (V) at least one subject and at least one verb, and

they (S) must express (V) a complete thought.

All of the above contain elements 1 and 2, so they are good examples of sentences.

You also learned this about the comma:

We (S) use (V) it before the conjunctions and, but, or, and so to connect the two parts of a compound sentence.

Examples:

All of the above contain elements 1 and 2, so they are good examples of sentences.

Sentences must have at least one subject and at least one verb, and they must express a complete thought.

Practice

The following paragraph was written by a non-native student of English. Punctuate it by adding commas and periods and changing small letters to capitals.

I escaped from Vietnam to freedom on a small boat I did not have time to prepare for my trip so I didn't have any food the first day on the

boat and expected to starve however, a wonderful woman fed me all three days on the ocean today I still don't have any news of her I sent her a lot of letters but never got any replies I will always remember her

One Last Practice

Write ten original sentences following the instructions indicated for each. Your instructor may ask you to work in pairs or groups, and/or she may ask you to copy your sentences on a separate sheet of paper to hand in.

Example:

Write a compound sentence (SV,SV) using "but" or "so".

Jae wants to work full time and go to school full time, but
S V

she shouldn't do both.
S V

1. Write a simple sentence with a compound subject (SSV).

.....

.....

2. Write a simple sentence with a compound verb (SVV) that tells two things you did yesterday.

.....

.....

3. Write a simple sentence with a compound verb (SVV) that predicts two things you will do in the next five years.

.....

.....

4. Write a simple sentence with NO compound subject or verb. (SV)

.....

.....

5. Write a compound sentence (SV,SV) with "or" or "and".

.....

.....

6. Write a simple sentence with a compound subject (SSV) that tells about two people you know.

.....

.....

7. Write a simple sentence with either a compound subject or a compound verb (or both) (SSV, SVV, SSVV).

.....

.....

8. Write a compound sentence (SV,SV) with "but" or "so".

.....

.....

9. Write any kind of simple sentence that you want.

.....

.....

10. Write any kind of compound sentence.

.....

.....

EXTRA CHALLENGE

Compound subjects and compound verbs are not limited to simple sentences. They can be used in compound sentences as well. Here are some possibilities:

SSV,SV SVV,SSV SV,SVV SSV, SSV SVV,SVV etc.

Examples:

Illness (S) or a death (S) in the family are (V) good reasons for absence from school,

but sleeping (S) late and going (S) shopping are not (V). (SSV, SSV)

Dictionaries (S), pens (S), pencils (S), paper (S), and textbooks (S) are (V) necessary for

studying, so students (S) should be (V) sure to have them and not need (V) to get up

to get them after sitting down. (SSSSSV,SVV)

Now, with a partner, write a compound sentence with compound subjects and/or compound verbs. When you are done, your instructor may ask one member of each pair to write their sentence on the board. Then, perhaps the class can decide which one it likes best.

.....

.....

.....

Unit 2 Basic Complex Sentences

As you read the following paragraph, notice the underlined parts of the sentences.

Concentration, which is a skill you must learn, requires you to keep your mind on your work. Before you begin to study, you should find a comfortable place to work. You should turn off the radio, stereo, and television because they will distract you. You should avoid working around friends who are not busy and do not want to study. You should also try not to study when you are tired or hungry. Practice thinking seriously about the material which you want to learn. Try to argue with the authors and guess the things which they will say before you read them. To improve your concentration, make a list of the things which bother you and take your mind off your studies. Try to eliminate the ones which bother you the most.

Each sentence above has two ideas: a main idea and a helper idea. The main idea is the most important part of the sentence. The helper ideas, which are the underlined parts here, sometimes tell us who or which thing the main idea talks about and sometimes tell us when or why the main idea occurs.

Example: You should try not to study when you are hungry or tired.

The main idea here is: You should try not to study

The helper idea, when you are hungry or tired, tells us when you should try not to study.

Example: You should turn off the radio, stereo, and television because they will distract you.

The main idea here is: <u>You should turn off the radio, stereo, and television</u>.

The helper idea, <u>because they will distract you</u>, tells us <u>why</u> you should turn off the radio, stereo, and television.

Example: Try to eliminate the ones which bother you the most.

The main idea here is: <u>Try to eliminate the ones</u>.

The helper idea, <u>which bother you the most</u>, tells us which ones we should eliminate.

A helper idea must have a subject and a verb, but it has no meaning by itself. It must always tell us something about some <u>main idea.</u> In the examples above, the <u>helper ideas</u> tell us <u>when</u> or <u>why</u> the main idea occurs or <u>who</u> or <u>which thing</u> the main idea talks about.

<u>Practice</u>

In the sentences below, underline the helper idea and decide if it means <u>when</u>, <u>why</u>, <u>who</u>, or <u>which</u>.

Example; <u>When I'm hungry</u>, I can't study.

<u>when</u>

1. Before students begin a new class, they should buy their books.

_____

2. They should turn in their homework when the teacher asks for it.

_____

3. They should not watch too much television, since it distracts them from their studies.

_____

4. The student who sits beside me concentrates hard on his studies.

_____

5. When my friend studies, he always sits in a comfortable chair.

_____

6. I have to tell my friends to go home because their talking bothers me.

_____

7. The course which I started today requires a lot of studying.

_____

8. I won't be able to study until I've had dinner.

_____

9. My chemistry book, which I just bought today, is the most expensive of all my books.

_____

10. I'll do better on my tests after I learn to concentrate.

_____

A. Basic Adjective Clauses

1. Helper ideas which begin with who or which always refer to a noun or pronoun in the main idea. These helpers use who if the main idea talks about a person. They use which if the main idea talks about a thing.

Examples: Students who don't study will get bad grades.

I have a class which is very interesting.

In the first example, the helper, who don't study, refers to the noun, students. In the second example, the helper, which is very interesting, refers to the noun, classes.

Practice 1.

Read the following passage. Then, write out each helper idea on the lines below and identify the noun or pronoun it refers to.

Students who are confused or uncertain about their college career should seek assistance from the Student Services office. The Student Services office employs people who can help students with their many problems. For example, Student Services counselors gladly help students choose the courses which can earn them their degrees. Counselors also advise students who don't know how to register for courses. Student Service personnel assist students who want to define their career goals. Many students who aren't sure of their career potential learn to understand their strengths and weaknesses

better with a Student Services counselor. Student Services can also help students who are actively seeking a job. Student Services is an office which can make a big difference in your life. You should get to know it better.

Helper ideas	Refer to

2. What we really have here are long, complex sentences made from two shorter sentences.

Example: Students who are confused or uncertain about their college career should seek assistance from the Student Services office.

Here, the complex sentence comes from these two simple sentences:

a. Students should seek assistance from the Student Services office.

b. (These) students are confused or uncertain about their college career.

To make a complex sentence from these two simple sentences, we first replace the subject of sentence b (the helper idea) with who or which.

a. Students should seek assistance from the Student Services office.

b. Who are confused or uncertain about their college career.

Then we place sentence b (the helper) next to the noun or pronoun in sentence a (the main idea) to which it refers.

a. Students who are confused or uncertain about their college career should seek assistance from the Student Services office.

Practice 2

Below are pairs of simple sentences. In each pair, sentence a is a main idea. Change sentence b into a helper idea.

First, decide which noun or pronoun in sentence a sentence b refers to.

Second, change the subject of sentence b to who or which.

Third, place the helper idea after the noun or pronoun in sentence a to which it refers.

Example: a. Student Service counselors can advise students.

(who) b. Students want to transfer to other schools.

* Student Service counselors can advise students who want to transfer to other schools.

1. a. Student Services has hundreds of catalogs.

b. (These) catalogs list the transfer requirements of many schools.

.....

.....

2. a. Computer print-outs are available at Student Services.

b. (These) print-outs list the course requirements of many programs.

.....

.....

3. a. Counselors are always glad to talk to students.

b. (These) counselors help people with their personal problems.

.....

.....

4. a. Many programs have an English language pre-requisite.

   b. (These) programs prepare the students for specific jobs, such as nursing or computer operation.

.....

.....

5. a. Students should learn about the new, computerized guidance system.

   b. (This) system can help them select a career.

.....

.....

C. In the previous exercise, the <u>subject</u> of the helper idea referred to a noun or pronoun in the main idea. Sometimes, however, the <u>object</u> of the verb in the helper idea is the word which refers to the main idea.

Example: <u>Another source of help which all colleges offer is the school library</u>.

Here, the complex sentence comes from these two simple sentences:

a. Another source of help is the school library

b. All colleges offer <u>this source</u> of help.

To make a complex sentence from these two simple sentences, first change the object of sentence b to whom or which.

a. Another source of help is the school library.

b. All colleges offer which.

Second, move whom or which to the beginning of sentence b.

a. Another source of help is the school library.

b. Which all colleges offer.

Third, put sentence a and b together.

*Another source of help which all colleges offer is the school library.

Practice 3.

Below are pairs of simple sentences. In each pair, sentence a is a main idea. In sentence b, the object of the verb refers to a noun or pronoun in sentence a. Change sentence b into a helper idea.

First, decide which noun or pronoun in the main idea sentence b refers to.

Second, change the object of sentence b to whom or which and move it to the front of sentence b.

Third, put sentences a and b together.

Example: a. The library has information,

(which) b. Students need the information to do their research papers.

The library has information which students need to do their research papers.

1. a. The library is trying to find the book.

b. You ordered the book.

.....

2. a. I'm trying to find a word in the dictionary.

   b. I need the word.

   .....

3. a. Unfortunately, the librarian didn't know anything.

   b. I asked the librarian for information.

   .....

4. a. The new issue of Popular Science is in the magazine rack.

   b. Your teacher assigned the new issue of Popular Science.

   .....

5. a. The student has my notebook.

   b. I saw the student in the library.

   .....

Practice 4.

Below are one set of main ideas and one set of helper ideas. Combine the main ideas and the helper ideas to make complex sentences. Your answers must make sense. Write the sentences in the lines provided.

Main Ideas	Helper Ideas
1. A librarian is a person ...	a. who need to borrow a book
2. Library books are stored together with others ...	b. which orders books from other libraries
3. The book ... is located in the History Section of the library.	c. which card catalogs use
4. The place ... is called the card catalog	d. who helps students find books
5. The filing system ... is an alphabetical one.	e. which you need
6. Students ... should first find its listing in the card catalog.	f. which cover the same subjects
7. Also, library computer terminals can often locate the books ...	g. which lists all the books and magazines in the library
8. School libraries have an interlibrary loan service ...	h. which you want

1.....

2.....

3.....

4.....

5.....

6.....

7.....

8.....

Practice 5.

Here are some simple sentences which you saw before in Unit 1 on pages 18-19. Re-write these sentences, combining two short sentences into one long sentence using who or which whenever possible.

Example: In college classes, students and instructors follow a set of understood rules. Some instructors give these rules of the students on a hand-out.

In college classes, students and instructors follow a set of understood rules which some instructors give to students on a hand-out.

Practice 4.

Below are one set of main ideas and one set of helper ideas. Combine the main ideas and the helper ideas to make complex sentences. Your answers must make sense. Write the sentences in the lines provided.

Main Ideas	Helper Ideas
1. A librarian is a person ...	a. who need to borrow a book
2. Library books are stored together with others ...	b. which orders books from other libraries
3. The book ... is located in the History Section of the library.	c. which card catalogs use
4. The place ... is called the card catalog	d. who helps students find books
5. The filing system ... is an alphabetical one.	e. which you need
6. Students ... should first find its listing in the card catalog.	f. which cover the same subjects
7. Also, library computer terminals can often locate the books ...	g. which lists all the books and magazines in the library
8. School libraries have an interlibrary loan service ...	h. which you want

.....

.....

Practice 6.

Write ten original complex sentences using who, which, or whom. Write about your experiences with your classmates, your teachers, and the guidance people at your school. When you are finished, your instructor may want you to work with a partner to see that all of your sentences are correct. Your instructor may ask you to copy your sentences on a sheet of paper to hand it.

Example: I often ask the student who sits next to me for his class notes.

1. (who).....

.....

2. (which).....

.....

3. (which).....

.....

Instructors give their office phone numbers to students. Students write them down. In this way, students can find out about homework assignments. They have missed these homework assignments. It is especially important to be in class on the day of a test. The instructor gives the test in class. Instructors usually give failing grades to some students. These students miss tests and compositions. Absent students explain their problems to the instructor. The instructor may make other arrangements for them. Some reasons for absence are illness and a death in the family. These reasons are acceptable. Some reasons for absence are sleeping late and going shopping. These reasons are not acceptable.

B. Basic Adverb Clauses

You will remember that another kind of complex sentence tells us when or why something happens. This kind of sentence can also express a contradiction. In this kind of sentence, the helper idea always begins with a special word which tells the reader what question the sentence will answer.

Example: When I go to the library, I always use the card catalog.

The helper, when I go to the library, answers the question when.

Example: I looked in the catalog under the letter A because I wanted a book by George Adams.

The helper, because I wanted a book by George Adams, answers the question why.

Example: Although I looked for an hour, I couldn't find the book I wanted.

The helper, although I looked for an hour, expresses a contradiction.

Some words we use to begin helpers which tell us when are:

when	while	until
before	as soon as	since
after	as long as	whenever

tests for courses in language and mathematics skills. When you want to take an English or math course, you should first take a test in the Learning Lab to see what level you are ready for. While you are taking the course, you may also want to seek extra help from the Learning Lab. Special teachers, called tutors, are ready to help students individually whenever they have trouble with their classes. The Learning Lab also has special equipment for student use, such as computers and calculators, because many students can't afford to keep these machines in their homes. You can use this equipment whenever you want to as long as you are enrolled in a course. As a special service, the Learning Lab organizes small groups of students to practice reading and writing. Even though you have taken language skills courses, you may still need this kind of extra work. The Learning Lab also has special books and devices to help blind and deaf students since these students can't see or hear without mechanical assistance. Many students are grateful for the Learning Lab after they have learned to take advantage of the help it offers. They feel they could not succeed in their courses without it.

Helper Idea	Beginning Word
1.	
.....	
2.	
.....	

Some words we use to begin helpers which tell us why are:

because since

Some words we use to begin helpers which express a contradiction are:

even though although

Note: When the helper idea begins the sentence, we follow it with a comma. When the helper comes after the main idea, we don't use a comma.

When I need an atlas, I go to the reference section.

I go to the reference section when I need an atlas

Note: When we write a complex sentence expressing future time, we use the future tense of the verb in the main idea and the simple present tense in the helper idea.

I will get a new library card when I register of next semester.

Practice 1.

Read the following passage. Find each helper idea. Then write each helper idea on the lines below and identify the word which begins it.

Another service of great importance of students is the Learning Laboratory. This service exists because many students need extra help outside the classroom. For example, the Learning Lab gives placement

3. .....

.....

4. .....

.....

5. .....

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6.....

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7. .....

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8. .....

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9. .....

.....

10. .....

.....

Practice 2.

The sentences below have blank spaces in them. Fill in the blanks with an appropriate word from the following list. In several sentences more than one word will be acceptable.

until	when	after
as soon as	because	even though
whenever	while	before

1. Students should learn to use libraries ..... their course work demands it.

2. I won't write my class report ..... I have searched the library thoroughly for information.

3. .....I have decided on a topic for my research paper, I'll look for material in the card catalog.

4. You should keep searching the card catalog .....it is difficult to find material on your topic.

5. .....you locate the books you need in the card catalog, go to the book stacks and find them.

6. .....you are looking for books in the stacks, you should scan the shelves for other interesting titles.

7. You should notify the library staff.....you find books with torn or mutilated pages.

8. Remember to check the new periodicals section..... the most recent issues of magazines won't be cataloged yet.

9. .....you write the first draft of a report, you should proofread your text.

10. .....I wrote my report, I read several textbooks on the topic.

Compound and Complex Sentences

You have already learned how to make compound sentences using the conjunction so. You should know that these sentences have the same meaning as complex sentences which use the helper word because.

1. I needed extra help with my writing, so I asked the Learning Lab for a tutor.
2. I asked the Learning Lab for a tutor because I needed extra help with my writing.

These sentences have the same meaning. They both tell us why I asked the Learning Lab for a tutor. Note that in the first sentence, the reason comes before the result, and has a comma, while in the second sentence, the reason comes after the result and has no comma.

Practice 3.

Change the following compound sentences with so into complex sentences with because.

Example: I had to complete a computer assignment, so I went to the Learning Lab computer room.

*I went to the Learning Lab computer room because I had to complete a computer assignment.

1. I decided to take a Calculus course, so I went to the Learning Lab for a placement test.

.....

.....

2. I have a lot of math homework, so I think I'll borrow a calculator from the Learning Lab.

.....

.....

3. I still have a lot of trouble with English grammar, so I use the computerized grammar practice programs in the Learning Lab.

.....

.....

4. The reading assignments in my science courses are difficult for me, so I have asked a Learning Lab tutor for help.

.....

.....

5. I need help with my course term papers, so I'm going to join a writing workshop in the Learning Lab this semester.

.....

.....

Another kind of compound sentence which you have already learned to write is one which uses the conjunction but. This kind of sentence expresses a contradiction. It has the same meaning as a complex sentence which uses the helper word although.

1. I worked hard all week, but I still couldn't finish my class report.
2. Although I worked hard all week, I still couldn't finish my class report.

These sentences have the same meaning. They both first express a positive idea (I worked hard) and, then, a negative idea (I could not finish) which contradicts the positive one. Note that in both kinds of sentence, the positive idea comes first and the negative idea comes second.

Practice 4.

Change the following compound sentences with but into complex sentences with although.

Example: I studied hard for the test, but I still couldn't pass it.

Although I studied hard for the test, I still couldn't pass it.

1. I borrowed my classmate's notes, but I still couldn't understand the teacher's lectures.

.....

.....

2. I used the computers in the Learning Lab all afternoon, but I still didn't finish my math homework.

.....

.....

3. Many students talk to Student Services job counsellors, but they still can't decide what career to choose.

.....

.....

4. Some students don't do their homework, but they still expect to pass their classes.

.....

.....

5. Some students seldom come to class, but they are surprised at their bad grades.

.....

.....

Practice 5.

Below are ten pairs of sentences. The first sentence in each pair is a main idea. The second is a helper. Combine each pair into a complex sentence using one of the words in the list below. Be sure that the helper word you use makes sense in the sentence.

because	when	even though
whenever	until	while
after	as long as	as soon as

Example: a. I always ask the instructor to explain the lesson I've missed.

b. I miss a class.

*Whenever I miss a class, I always ask the instructor to explain the lesson I've missed.

1. a. I ordered a book through the Inter-library Loan Service.

   b. My school library didn't have it.

.....

.....

2. a. I had a much better idea what courses I should take.

   b. I talked to a Student Services counsellor.

.....

.....

3. a. My friend thinks he will pass his courses.

   b. He is always late with his assignments.

.....

.....

4. a. We can always use the Learning Lab computers.

   b. We are enrolled in college courses.

.....

.....

5. a. I found some interesting information about my home country.

   b. I was looking through the atlases in the reference section of the library.

.....

.....

6. a. I won't write my class report on viruses.

   b. I have read every book on microbiology in the library.

.....

.....

7. a. He always reviews our lessons first.

   b. My instructor gives us a test.

.....

.....

8. a. Good students always review their class notes.

   b. The lecture is finished.

.....

.....

9. a. Several of my friends listen to language tapes in the Learning Lab regularly.

   b. They want to improve their English pronunciation.

.....

.....

10. a. I still need help from a tutor.

    b. I study for my science courses every night.

.....

.....

Practice 6.

Below are ten questions about life in college. Each question uses a complex sentence with a helper word meaning when, why, or a contradiction. Answer each question from your own experience and reading. Be sure to use the same helper word in your answer that you see in the question.

Example:

1. What do you do the night before you take a test?

....

.....

2. Sometimes, students are tired on the day of a test. What should they do even though they are tired?

.....

.....

3. What should you do when you are too sick to come to class?

.....

.....

4. What should students do when they don't understand their instructor?

.....

.....

5. Sometimes, an instructor comes late to class. What should students do <u>until</u> their instructor comes?

.....

.....

6. <u>Why</u> should students visit the Student Services counsellors?

.....

.....

7. Sometimes, students lose their textbooks. What should they do <u>as soon as</u> they discover the loss of their books?

.....

.....

8. <u>Why</u> should students know about the tutors who work in the Learning Lab?

.....

.....

9. What should students do first <u>whenever</u> they have to write a class report?

.....

.....

10. Sometimes, students get low grades. What should a student do <u>after</u> he gets a low grade?

.....

.....

Practice 7.

Write ten original complex sentences using helper words which mean when, why, or a contradiction. Write about your experiences with your classmates, your teachers, and the guidance people at your school. When you are finished, your instructor may want you to work with a partner to see that all of your sentences are correct. Your instructor may ask you to copy your sentences on a sheet of paper to hand in. Be sure to use each of the following words at least once:

because	when	even though
whenever	until	while
after	before	as soon as

Example: I get help from a tutor whenever my grades are low.

1. .....

.....

2. .....

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3. .....

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4. .....

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5. .....

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6. .....

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7. .....

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8. .....

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9. .....

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10. .....

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C. Punctuation Review

1. Commas

a. In Unit 1 you learned that you must use a comma before and, or, but, and so to separate the two parts of a compound sentence.

b. In Unit 2 you learned that you must use a comma after an adverb clause (helper idea telling when or why) when it is at the beginning of a sentence.

To show you an example of a. above, we can combine it with b. like this: In Unit 1 you learned that you must use a comma before and, or, but, and so to separate the two parts of a compound sentence, and in Unit 2 you learned that you must use a comma after an adverb clause when it is at the beginning of a sentence.

To show you an example of b. above, we can state the rule in two different ways, like this:

(1) You must put a comma after an adverb clause

when it is at the beginning of a sentence.
adverb clause

(2) When an adverb clause is at the beginning of a sentence,
adverb clause

you must put a comma after it.

2. Fragments

A fragment is an incomplete sentence. That means that one or more of the requirements for all sentences is missing. Maybe it doesn't have a subject. Or a verb. Maybe neither a subject nor a verb. Maybe it really should be part of the sentence before it or after it. Could be part of a compound verb. Another kind of fragment is an adverb or adjective clause (helper idea). Which has no main idea with it. Even though a helper has a subject and verb. It cannot stand alone as a sentence.

Practice 1. Recognition

The information in the paragraph above is true and important, but it is very badly written because it is full of fragments. Underline all of the fragments and discuss with your teacher what it wrong with each.

Practice 2. Editing

Rewrite the above paragraph so that is no longer has any fragments. You will have to take out some periods and capital letters. You may add short words where necessary, and don't forget about the two comma rules reviewed at the beginning of this section.

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Unit 3 Getting Ready to Write Paragraphs

A. Writing the Main Idea

Sentences are not often used alone. They are usually found in paragraphs. A paragraph is a group of sentences that deal with one particular subject. There is always one sentence in every paragraph that tells the reader what the paragraph is about; that is, it tells the main idea of the paragraph. This sentence is called the topic sentence. All of the other sentences in the paragraph support the topic sentence because they give more information about it. The topic sentence is very often, but not always, the first sentence in the paragraph.

Here is an example of a paragraph. The topic sentence is underlined.

> College courses offered on television, or telecourses, are popular these days. Perhaps your school offers them. Men and women who want to take college courses often are too busy with work and home responsibilities to take traditional courses at school. They prefer the convenience of arranging their own schedules and working independently, even though they cannot talk directly to the instructors and participate in group discussions as often as in traditional courses. There are many kinds of telecourses available, offering instruction in a variety of subjects. Most allow you to meet with a group for discussions or talk with the instructor at certain times. Schools that offer these courses give regular college credit for them if you successfully complete the work and pass the test.

1. Identifying the Topic and Controlling Idea

The topic sentence tells you immediately that the paragraph is about telecourses. It also tells you something else: that they are popular these days. Now you know not only that the topic of the paragraph you are about to read is telecourses, but also that it will specifically tell you about the reasons for their popularity. A topic sentence, then, can be divided into two parts: the topic (telecourses) and the controlling idea (are popular these days). The controlling idea tells the reader what aspect of the topic will be discussed in the paragraph.

Now, suppose you want to write a paragraph about telecourses, but you want to discuss the different kinds. In that case, your topic sentence would have a different controlling idea. It might be:

There are many different kinds of telecourses.
controlling idea topic

Practice 1. Recognition

For each of the following topic sentences, identify the topic and the controlling idea. Then tell what kind of information the paragraph might contain.

1. There are advantages and disadvantages to taking college courses by television.
2. "Survival Spanish" is a very good college telecourse.

3. I recently had an experience that persuaded me never to take a telecourse again.
4. There are several reasons why you will be very happy with our college's telecourse offerings.
5. I do not recommend the telecourse called "Nuclear Physics for Everyday Living."

Practice 2

Here are some paragraphs that need topic sentences. Each is followed by three possible choices. Tell which one would be the best topic sentence and why. Then write it in the blank space at the beginning of the paragraph. Label the topic and the controlling idea.

Example:

.....
topic sentence

This is a kind of honeybee that is slowly moving north to this country from South America and could arrive very soon. Killer bees are more dangerous than our European honeybees because they get excited easily. If their hive is disturbed only slightly, they will attack for a long time. An attack this ferocious can kill people.

A. Scientists are concerned about the killer bee.
B. Killer bees are not really very dangerous.
C. There are great numbers of killer bees attacking American citizens.

The answer is A. The topic is killer bees. The controlling idea is scientists are concerned. The paragraph supports the controlling idea by giving several reasons why scientists are concerned. Copy sentence A in the blank space at the beginning of the paragraph.

B is not correct because the information in the controlling idea is the opposite of the support information in the paragraph.

C is not correct because its controlling idea (great numbers are attacking American citizens) is not true. The bees haven't arrived yet.

1. .....
topic sentence

Besides their more vicious attacks, they do not make as much honey. This is partly because they abandon their hives more often. Also, they are tropical bees, which means they probably cannot survive in very cold weather as our European honeybees do.

A. Killer bees are mean

B. There are several major differences between killer bees and European honeybees.

C. Killer bees do not make honey.

2. .....
topic sentence

They escaped from their experimenters, and it did not take long for them to multiply and mix in with the European bees. Then they slowly began to move north. Now they are almost at our southern borders.

A. The killer bees were first brought from Africa to America in the 1950's for experimental purposes.

B. The killer bees weren't happy in South America.

C. The killer bees decided to buzz off.

3. .....
topic sentence

They will be difficult and dangerous for beekeepers to handle. They produce less honey. Because they pollinate crops a little differently, they may require big changes in farming as well as in the honey industry.

A. Killer bees can be found on farms.

B. Killer bees are necessary for some crops.

C. Killer bees will bring big problems for farmers and honey producers.

2. Writing Topic Sentences

Practice 3

Here are some paragraphs that need topic sentences. After you have read each paragraph and discussed it with your instructor, go back and fill in an appropriate topic sentence. Make sure to include both a topic and a controlling idea. When you are finished, compare your answers to those of a classmate. Your teacher may prefer that several answers for each one be read aloud or put on the board for discussion.

Example:

.....
topic sentence

For example, it is not polite to come in late except when there is a reason you cannot control. Talking with friends and forgetting the time are not good reasons for being late. It is also not polite to put your feet up on the table or desk or on another chair. It is not considered respectful to a person who is working very hard at her job of trying to teach you something important. That kind of sitting should be reserved for the more informal atmosphere of home. Another example of disrespect is talking to classmates at the same time an instructor is talking to the class. Finally, it is very annoying to the teacher when students come to class without books, paper, pen, and other necessary materials, or when they frequently don't come at all.

What is this paragraph about? Do you recognize the topic? It is about improper behavior in the classroom. Is the writer giving an opinion about this behavior? Is he comparing American classroom behavior to classroom behavior in another country? Is he telling what will happen if you are disrespectful in the classroom? Is he giving examples of unacceptable behavior? The last choice is what the writer is doing. It is the controlling idea. So, a good topic sentence might be:

Some forms of behavior in the classroom are considered improper
controlling idea — topic — (part of topic)

Copy this sentence in the blank at the beginning of the example paragraph and read the entire paragraph again.

1. ..... (topic sentence)

First, you put your bookbag and other belongings on a special shelf because you are usually not allowed to take them in the bookstore with you. Then you walk through a special gate or entrance or turnstile. Then you look around to see how the books are organized in the store. Usually, you will see signs indicating the courses or departments in alphabetical order. If you want an English book, for example, you go to the sign that says English. That is where all the English books are. Then you will see smaller signs on the shelves with course numbers. You must find the sign with your

course number on it. If different instructors of the same course use different books, you must also find your instructor's name or the course's section number. That is where you will find the book you need. Then you do the same for your other courses. In some college bookstores, you simply go to a counter and tell the clerk all of this information. She will get your books for you. When you have all your books, you go to the section of the store that sells other supplies, such as notebooks, pens, etc. You take what you need and then go to the cashier. There you pay for your books and supplies. On your way out, you pick up anything that you left on the special shelf before you went in.

2. .....
topic sentence

For example, one time when I was taking a final exam, I forgot to do one whole section of it. Because of that, I got it back with a grade of C instead of an A, and I was very upset. I asked the instructor to let me make up that one part, but he wouldn't. I can see now that he was right. I learned my lesson the hard way.

3. .....
topic sentence

Because of this, many schools are using them. According to an article in the Chicago Tribune on August 11, 1987,

computers can make lessons more interesting for the students, as well as provide extra help for them in the areas where they are

having trouble. They can also keep good records of the students' work and do other jobs that would otherwise take the teachers' time away from the students.

4. .....
topic sentence

The same article, by Karen M. Thomas, says that they can help homebound sick children keep up with the work they would be missing in school. Deaf students can use computers to help them learn to speak because they can show sounds on the screen. In addition, some students who are physically unable to use a pen or pencil can use a word processor.

5. .....
topic sentence

She wanted to purchase wisely, so the first thing she did was go to the library and ask for a magazine called, Consumer Reports. In it, she looked up "typewriters". She read about each brand of typewriter to find out what features the different models have and what their prices are. She picked out the three that seemed best for her and then went to the stores to check them out. She tried each one and asked the salesperson several questions. She decided which two she liked best. Then she went home and waited for the Sunday newspaper ads. One of the machines she had chosen was on sale! She went and bought it.

B. Some Ways of Organizing a Paragraph

You have practiced writing topic sentences for paragraphs. You may have noticed that different paragraphs give different kinds of information and that the topic sentence, specifically the controlling idea, lets readers know which kind of paragraph they are reading. Let us look at some of the exercises you have done in this unit and try to discover some of the different kinds of paragraphs. Discuss these with your teacher.

Look at Practice 1, Topic Sentence #3, on page 74:

I recently had an experience (controlling idea) that persuaded me never to take a telecourse (topic) again.

The paragraph will tell about this experience. It will tell a series of events organized by time, or chronologically. This kind of paragraph is used for telling stories and true events. It is called

narration.

Look at Practice 3, #1 on pages: 78 and 79

Read the paragraph again, beginning with the topic sentence that you supplied. It tells how to make a purchase in the bookstore. This kind of paragraph is called

process.

A process paragraph serves the purpose of telling how to do something. It tells this information step by step, in the correct order. The steps for this paragraph might be listed this way:

put belongings on shelf

use special entrance

see how books are organized

find correct department and course

find correct course number

find section number or instructor's name

get other supplies

pay cashier

pick up belongings from shelf

leave

Look at Practice 3, #5, on page 80.

Read the paragraph again, beginning with the topic sentence that you supplied. Is it narration or is it process? It tells about a person's experience, but at the same time it is informing you or telling you how to make a major purchase. So, it is really a process paragraph. Process paragraphs have an instructive or teaching intent.

Exercise A

List the important steps in this same process paragraph in a short form as we did above. Do not copy whole sentences.

Look at Practice 3, the Example, on page 77:

Read the example paragraph, including its topic sentence,

"Some forms of behavior in the classroom are considered improper."
(controlling idea; topic; part of topic)

This is a very useful kind of paragraph which we simply call examples.

In this kind of paragraph, a statement is made, and then evidence is presented in the form of one or more examples to prove, illustrate, or clarify it, or make it more real, or give reasons. A good test for recognizing an example paragraph is saying the words, "for example," if they aren't already included. If what follows is truly an example or a list of examples, the words "for example" will seem logical, and you will know it is an example paragraph.

Look at Practice 3, #2, on page 79:

Read the paragraph, beginning with the topic sentence that you supplied. Is it narration, or is it an example paragraph? It is an example paragraph. It passes the "for example" test. The example is an event that illustrates or shows why it is important to make sure that you haven't left anything out on a test before you hand it in. As you can see, examples are not always just names of things.

Look at Practice 3, #3 and 4, on pages 79 and 80:

Exercise B

These are also example paragraphs. Given them the "for example" test and make a list, as you did for the process paragraph, of the examples given for each. Do not copy whole sentences.

#3: _____

_____

_____

_____

#4: _____

_____

_____

_____

Practice 1. Recognition

The controlling idea of a topic sentence controls the paragraph. It determines what kind of paragraph it is to be. Here are the topic sentences from some paragraphs. If you think that the paragraph would be a narration, mark an N.

If you think it would be process, mark P.

If you think it would be examples, mark E.

Underline the controlling idea. Discuss your answers. Some of them might have more than one possible answer, so be prepared to tell why you marked each as you did.

Example:

N I want to tell you what happened to Jerzy in the cafeteria yesterday.

(This paragraph probably tells a story.)

___1. The English language has had quite an influence on the Japanese language.

___2. In order to learn to read more efficiently, you should first learn how to figure out how many words you read per minute.

___3. Our class went on a trip to a museum last week.

___4. There are many job opportunities for people who complete our college's Real Estate curriculum.

___5. SQ3R is a good system for reading college textbooks.

___6. English 101 is a very useful course for most college students.

___7. The first American Indians came to Alaska from Asia over 30,000 years ago.

___8. For many people, education is a lifelong activity.

___9. The Town Meeting is an interesting process practiced in many American towns, especially in New England.

__10. There are several things students can do to help themselves read faster.

Practice 2

Here are some ideas for paragraphs. Compose an appropriate topic sentence (TS) for each. Underline the controlling idea. Your teacher may ask you to read these sentences aloud or write them on the board.

Example:

A paragraph giving examples of what students can do to read faster.

TS: There are several things students can do to help themselves read faster.
controlling idea

1. A chronological paragraph narrating the events of your first day in this country.

   TS: .....

   .....

2. A process paragraph telling how to register for this class.

   TS: .....

   .....

3. A paragraph giving some of your impressions of American college students.

   TS: .....

   .....

4. A paragraph narrating briefly the life of a famous person in your country. (His/her name will be the topic of your sentence.)

   TS: .....

   .....

5. A paragraph giving some examples of why this person (in #4 above) is famous.

   TS: .....

   .....

6. A process paragraph telling how to prepare for a test.

   TS: .....

   .....

7. A narrative paragraph telling what you will probably do in class tomorrow.

   TS: .....

   .....

8. A process paragraph telling how to make a lunch at home that you could bring to school to eat.

   TS: .....

   .....

9. A paragraph about different ways to do homework.

   TS: .....

   .....

10. A paragraph telling people ways in which they can help fight air pollution.

    TS: .....

    .....

C. Planning a Paragraph

You are almost ready to write a paragraph, but first you need to take certain steps that are important for good writing. Some people call these steps "prewriting". (The prefix "pre" means "before".)

Step 1: Choose your topic and controlling idea and write them down. It is not necessary to write a complete sentence yet.

Step 2: Think about what kind of paragraph the topic and controlling idea signal. If the paragraph is to be

a. narration - make a list of the events that you want to write about in chronological order.

b. process - make a list of the steps in the right order, as we showed you in Part B, page , for the paragraph on how to make a purchase in the bookstore.

c. examples - make a list of the examples, as you did in Part B, page 85, for the two paragraphs on computers (Exercise B).

For example, for Step 1 you might choose "reading faster" as your topic and "different ways" as your controlling idea. This controlling idea shows that the paragraph will be an example paragraph because it will contain examples of things students can do to improve their reading speed. (It will not be a process paragraph because it is not necessary to do all of the suggestions, and there is no particular order in which they must be done.)

So, for Step 2 you write the various examples in brief note form in a list. It is not necessary to write complete sentences yet.

This might be your list of examples:

1. take a quick look at the entire selection first
2. measure how many words you read per minute
3. don't let your eyes go backward on the page
4. read only books that you like
5. read groups of words instead of every word separately
6. pace yourself

Practice 1. Recognition

Here is a list of topics with controlling ideas. In the blank space before each one, mark N for narration, P for process, or E for example. If you think it can be developed in more than one way, mark it so and discuss it with the class and teacher.

Example:

_E_ different ways to serve rice

(This passes the "for example" test. The paragraph will give some examples of ways to serve rice.)

___1. how to (topic of your choice)

___2. how to help a person who has stopped breathing

___3. a sightseeing trip you took in this country

___4. some of the problems a foreign student can have in an American school or college

___5. ways in which television can affect a student's success in school

___6. some of your favorite foods

___7. different kinds of part-time jobs for students

___8. what women do to look pretty

___9. the success story of someone you know

__10. an account of yesterday's weather

__11. a typical day at work

__12. some qualities of a good student

__13. the characteristics of a bad instructor

__14. ways to improve your English outside of class

__15. a day in the life of a typical family still in your country

__16. ways to fight world hunger

__17. major events in the life of a famous person in your country

__18. the accomplishments of a famous person in your country

__19. some reasons not to smoke

__20. some of the bad effects of drugs

Practice 2

Help your instructor choose one topic and controlling idea from the above list to work with on the board. He will write the one that the class selects. This is prewriting Step 1. Now help your instructor do Step 2 on the board; that is, make a list of supporting details for the topic and controlling idea you chose for Step 1. Remember to notice whether you marked N, P, or E for that topic because this will tell you what kind of list to make.

NOTE TO THE INSTRUCTOR: You will need to leave this on the board until the class has finished Practice 4 and Practice 5. An alternative would be to use an overhead projector, in which case the transparency can be preserved should the activities be carried over into a subsequent class session.

Step 3: Examine your list of supporting material and ask yourself these questions:

1. Is everything in the right order?
2. Is there something that doesn't belong there because it does not support the controlling idea?
3. Do you have enough to write a paragraph of four to eight sentences?
4. Do you have too much?

Make the necessary changes. This is called editing. For example, for my example paragraph on learning to read faster (see Step 2, pages 89 and 90), I'm going to take out #2 ("measure how many words you read per minute") because just knowing how fast you read won't help you read faster. So it does not support the controlling idea, which is "different ways". It is not an example. It is really a whole different topic (reading speed) and would require a separate process paragraph with the controlling idea "how to measure." I will also take out #4 ("read only books that you like") because, although you may read such books a little faster, they will not help you read other things faster.

Practice 3. Editing

Here is a topic and controlling idea (Step 1), followed by a list of supporting details to be included in the paragraph (Step 2).

a. Draw a line through any items that you think do not belong in the paragraph.
b. If you find an item out of chronological order, draw an arrow to show where it belongs in the list.

Topic: the American flag

Controlling idea: history

1. in 1775 Congress suggested a new flag design with the British flag in the corner
2. people thought it was too British
3. I have an American flag
4. Betsy Ross sewed a new one
5. no one knows who designed it
6. it's forbidden to fly the flag at night without a light on it
7. 13 red and white stripes, a blue section in the corner with a circle of 13 stars representing the 13 original colonies
8. since then, one star added for each state
9. the first flag was the British flag

Practice 4

With the class and the instructor, apply Step 3 to the list of supporting material that you have written on the board for your chosen topic in Practice 2.

Now, turn the page to find out about Step 4.

Step 4: Based on your topic and controlling idea, and on your list of supporting material, compose the topic sentence for your paragraph.

For example, here is the topic sentence for my example paragraph on ways to learn to read faster:

There are several things (controlling idea) students can do to improve their reading speed (topic).

Practice 5

Decide on a topic sentence for the class paragraph on which you worked in Practice 2, page 92, and Practice 4, page 94. Your teacher will write it on the board.

NOTE TO THE INSTRUCTOR: You will need to retain this topic sentence and list of supporting details for further use in Unit 4.

Practice 6

Here are the 4 prewriting steps again:

Step 1: Choose and write down the topic and controlling idea.

Step 2: Make a list of supporting details according to the type of paragraph signaled by the controlling idea.

Step 3: Edit the list of supporting details.

Step 4: Write a topic sentence for the paragraph.

Now, you will practice these prewriting steps. After the class has divided into pairs or small groups, each group should choose a new topic from the lists in Part B, Practice 2, pages 87 and 88, or Part C, Practice 1, pages 91 and 92. Your teacher may prefer to assign a different topic to each group. Then go through Steps 1, 2, 3, and 4. One person in each group will write on a piece of paper just as the teacher was writing on the board for Practice 2, Practice 4, and Practice 5; but be sure to discuss every step with your partner or group. Don't make one person do all of the thinking! Stop after Step 4. Except for the

topic sentence, do not actually write the paragraph. You will do that in Unit 4. When you finish Step 4, signal your teacher and discuss your work with him. He may ask each group or pair to put its topic sentence and list of supporting details on the board. Write your names on the paper and give it to the instructor to keep until your group is actually ready to write the paragraph in the next unit.

One Last Practice

(Your teacher may choose to omit numbers 3, 4, and 5 below.)

1. Choose a subject from either Part B, Practice 2, pages 87 and 88, or Part C, Practice 1, pages 91 and 92, of this unit. Make sure it is not the one the class did at the board or on the overhead projector or the one you did with a partner or group. If you prefer a topic not on these lists, that is okay, but ask your instructor about it first. You will do this exercise by yourself.
2. Plan a paragraph by following prewriting Steps 1, 2, 3, and 4 with the topic you have chosen.
3. When you are finished, discuss your prewriting with a partner. If she can, your teacher will find a partner for you who wrote on the same topic as you did. Ask your partner if he is satisfied that you have followed all of the Steps correctly and that you have a good topic sentence and appropriate supporting details. Ask him for any suggestions he may have for improving your work.

4. Do the same with your partner's prewriting.
5. Make any changes you want to make as a result of your discussion with your partner.
6. Ask your instructor to comment on your paper if he has time. If he doesn't have time in class, he will collect everyone's paper and look at them later.
7. After your instructor has commented on your paper, give it back to her to keep to use again in Unit 4.

You now have the beginnings of three paragraphs, one which the class should write together, one which you should write with your partners in a group, and one which you should write yourself. Before you write these paragraphs, however, turn to Unit 4. Unit 4 focuses in greater detail on the three kinds of paragraphs you have met here: narrative, process, and example. Unit 4 will give you more information about these paragraphs and will let you practice several important aspects of them. It will do this so that you will be better prepared when you return to finish the work you have started here in Unit 3.

Unit 4 Composing Paragraphs

A. Narrative

In Unit 3 you learned that a narrative paragraph tells a story. This means that it arranges the events of someone's experience chronologically, one after another in time. You also learned that when you tell your story, you must stay with the experience you are describing and not include details which your reader doesn't need to know to understand that experience. In addition to this, there are several other points you must remember when you write a narrative paragraph:

a. You must show motive where necessary. This means you must tell the reader why the people in your story do what they do;

b. You must use special transition words to indicate time order and motive; and

c. You should end your paragraph with a sentence which summarizes the important ideas presented in your story.

1. Motive

When we explain motive, we tell why someone has done something. When we do this, we often use words such as because and therefore.

He ran up the stairs quickly because he wanted to get to class on time.

He wanted to get to class on time. Therefore, he ran upstairs quickly.

Explaining motive helps to give meaning to our story. It helps the reader understand why the events in our story happened.

Sometimes we will want to show that the people in our story have changed their minds or that different things have happened to them from those they expected. In this case, a good word to use is however, which indicates an opposition or contradiction.

He studied for weeks before he took the test. However, he failed to get a good grade.

Remember that we cannot make a complex sentence with therefore and however. When we use these words, we must put commas around them.

Practice

Fill in the blanks with therefore or however.

1. I went to the Learning Laboratory to practice English grammar on the computers. _____, the electric power failed, so I couldn't do it.
2. My classmate, Shirley, was sick Tuesday and couldn't come to school. _____, she had to ask me what the class assignment was for today.

3. I need to improve my English composition skills. _____, I'm studying methods of paragraph writing.
4. Many students talk to college counselors about their career plans. Sometimes, _____, they are still confused afterwards about their future.
5. School libraries know that many students don't know about card catalogs. They employ librarians, _____, to answer students' questions and show them where to find books.

Now, write two sentences of your own. Use however in one and therefore in the other.

1. .....

.....

2. .....

.....

2. Transition Words of Time

It is important to use words and phrases which tell when the events in your story happened. You must help the reader understand what happened first, what happened second, and so forth, or the reader will become confused. The most important time words we use are when, before, and after, and you are familiar with them from Unit 2. You should also learn how to use the many other words and phrases which can make your time order clear.

For example:

suddenly	as	meanwhile
earlier	later	then

next day (week, month, year, etc.)

last Monday (Tuesday, year, etc.)

yesterday	the day before yesterday
tomorrow	the day after tomorrow

one day (morning, evening, afternoon, etc.)

the morning before	the morning (evening) after

an hour (a day, week, month, year) from now

at the same time

in a minute (an hour)

Practice 1

Read the story below. There are ten words and phrases in it which tell when something happened. Underline all these time words and phrases. The first one is done for you.

> One day, when I was driving to school, I had an experience which taught me always to stay alert at the wheel. I was driving down a four-lane highway when the cars in front of me suddenly stopped. Since I didn't want to slow down, I quickly swerved into the lane next to mine. A moment later, I heard a loud squealing sound. I

looked back and saw a car hitting the curb by the side of the street. At the same time, a traffic light in front of me turned red, so I stopped. Then, a young lady - the driver of the other car - ran up to me and demanded to know my name and the name of my insurance company. "You made me wreck my car!" she said angrily. The next day, as I was entering the police station to report the accident, I met the other driver again. "My car is a total loss," she said. "It's all your fault." I was very embarrassed. I realized I should have looked behind me before I changed lanes.

Practice 2

Here is a story with many transition words left out. Complete the story by putting in the necessary words and phrases. Choose your words from the list below. This list includes time words and phrases and also words which show motive.

because however before after when

one day next morning last night

_____ George was a student, he lived in a dormitory - a kind of student hotel. He lived in a room with two other students, his roommates. _____, his roommates played a trick on him which taught him not to jump to conclusions. This happened at the

end of one semester _____ George was preparing for a big test. George studied late the night _____ the test. He set his alarm clock to wake him at 9 o'clock the next morning _____ he had to take this test at 10 o'clock _____, when his alarm clock rang, he saw that it read 11 o'clock - an hour _____ the beginning of the test. George was frantic _____ he thought he would miss the test completely. He jumped out of bed and ran around screaming. Suddenly, _____, he noticed that his roommates were laughing at him. "We set your clock ahead _____," they said. "It is really only 9 o'clock." George was angry, but he also felt a little foolish. He realized he should have checked the time more carefully _____ he got scared.

3. Concluding Sentences

Look again at Practice 1 and Practice 2 in sub-section 2. The last sentence in each story is a concluding sentence which summarizes the main idea, or message, the story wants you to remember. In the first story, I learned that I should drive more carefully. This is something the reader needs to know, since anyone could make the mistake I made. In the second story, George learned that he should be careful and not "jump to conclusions". Here again, is a general idea which everyone should remember. Every story needs to end with a general statement which summarizes the story's main idea and shows readers how the story might apply to them.

Practice

Here are two more stories. Add a concluding sentence to each which summarizes the main idea of the story.

1. Sharon learned the hard way not to put off studying until the last minute. She knew she would have a big history test in two weeks, but she thought that history was easy and that a day or two of studying beforehand would be enough. She didn't even open her books until two days before the test. Even then, she didn't begin to read seriously until the night before her exam. When she did begin to read carefully, she realized that the subject was harder than she had expected. She read and read, memorized and memorized until she saw the sun rising over the horizon. It was time for class already. She rushed to her car and drove to school. However, a night of study had made her very tired. Instead of finishing the test, she went to sleep.

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2. Dudley didn't like to obey rules. He thought that rules were for other people, not for him. When he got his parking sticker from the campus police, the officer told him, "Don't park in the faculty lot.

It's reserved for teachers." However. Dudley didn't pay any attention to this. "I'll park wherever I like," he said to himself. One day, when Dudley was late for class, he drove into the special teachers' parking lot. It was close to the entrance to the classroom building, so he decided to park there. He saw the sign that said, "Faculty only," but he ignored it. Later, however, he regretted his action. When he returned to his car, he saw a police ticket on the windshield. "Pay $15.00 fine," it said.

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4. Paragraph Expansion

The paragraph below tells a story, but we have made it very simple. We have removed all the time words and words of transition. We have left only simple sentences. We have also removed the concluding sentence. You must put back everything we have removed and reconstruct the original paragraph in the following way:

A. Read the paragraph with your teacher. Ask your teacher to explain

any words you don't understand. (Some difficult words have been underlined.) Do you understand what the story is about?

B. Now, re-write the story we have given you. Your teacher may ask you to work with a partner or with several partners in a group. When you re-write the story, add any time words and phrases you think belong here. Use transition words, such as <u>because</u>, <u>however</u>, <u>therefore</u>, or <u>so</u>, if you think they will make the story easier to understand. Where you think it is possible, combine short, simple sentences into longer, compound or complex ones. Be sure to add a concluding sentence which summarizes the main idea of the story.

Gloria had no <u>consideration</u> for others. Not for her teachers. Not for other students. She always came late to class. She talked loudly to other students in class. She <u>interfered</u> with their <u>concentration</u>. Sometimes she wasn't talking. She was asleep. Her class decided to teach her a lesson. The teacher and her classmates waited. She fell asleep. They left the class quietly. They didn't disturb her. The next class came into the room. The new teacher knew about Gloria. He also wanted to play a trick on her. He told his students to be quiet and let her sleep. He and his class talked to each other in whispers. Gloria woke up. She was <u>astonished</u>. She was in a totally unfamiliar class. The teacher and the class started laughing at her. They

couldn't stop laughing. Gloria was very embarrassed. She learned _____(what? You must supply the concluding sentence.)

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B. PROCESS PARAGRAPHS

In Unit 3 you learned that a process paragraph is one in which you tell the reader how to perform a task, or in other words, how to do something. You learned that when you write a process paragraph, you must describe this task step by step and carefully arrange these steps in a logical order. You must also be sure to include all the steps which are necessary to your task. In addition to this, there are several other points to remember when you write a process paragraph:

a. When you arrange your steps, you should start with the one which all the others depend on;

b. You must use special transition words to show the order of your steps; and

c. You should end your paragraph with a sentence which summarizes the task you have described.

1. Arrangement of Steps

In a process paragraph, each step must depend on the steps which have come before it. Therefore, your first step should be the one which all the other steps depend on. Turn back, for example to Unit 3, page 78, and read the process paragraph in exercise 1. This paragraph lists the steps you must follow to purchase books and materials in a college bookstore. The first step in this paragraph tells you what to do before you enter the bookstore:

"First, you put your bookbags and other belongings on a special shelf

because you are usually not allowed to take them into the bookstore with you."

This must be your first step. If you want to buy anything from the bookstore, you must first go into the store. Therefore, what you do before you go into the store must come first in your process.

Turn back, now, to Unit 3, page 80, and read the process paragraph in exercise 5. This paragraph tells you what a woman did when she wanted to buy a typewriter:

"She wanted to purchase wisely, so the first thing she did was to go to the library and ask for a magazine called Consumer Reports."

Before she bought a typewriter, in other words, this woman had to decide which typewriter to buy. Therefore, she read a magazine which described all the typewriters she could buy so that she could compare them. Once again, this had to be her first step since everything else she did to buy the typewriter depended on her learning which brands of typewriters were available.

What you do for your first step you should also do for all the other steps. Each step in your process paragraph must follow logically from all the other steps which have come before it. With some tasks, of course, you will have to ask readers to perform two steps at the same time. Here also you will find that one step should logically come first in your description. When you write a process paragraph, therefore, think carefully about the task you describe in order to place your steps in the order in which they depend on each other.

Practice

Below is a list of the steps you must follow when you register for courses at a community college. Think carefully and decide which step should come first, which second, which third, and so forth. Place a number from one to nine next to each step to indicate where it should come in the process of registration.

_____ Get the results of the placement tests you took.

_____ After you are registered, you will get a bill for tuition and fees from the registration computer.

_____ See a Student Services counselor to discuss and select the courses you want. The counselor will tell you if tests are required for any courses.

_____ Go to the Registration Office with your completed course registration form.

_____ Go the Admissions Office and apply for general admission to the college.

_____ Pay the tuition and fees for your courses.

_____ Have registration personnel check and approve your registration form. They will enter your courses into the computer so that you are registered.

_____ Take all required placement tests, such as English and mathematics tests.

_____ After you are sure you qualify for the classes, fill out the course registration form listing departments, course numbers, and section numbers.

2. Transition Words of Process

When you write a process paragraph, it is important to use special words and phrases to help the reader follow the order of your steps. The easiest words to use for this purpose are the ordinal numbers: first, second, third, and so forth. It is not good, however, to rely on these numbers alone. We usually add variety and interest to process paragraphs by mixing in such words and phrases as then, next, after that, lastly, finally, and, sometimes, before and after. If we want to tell our reader to perform two different steps at the same time, we might use the words when, while or as. The process paragraphs in Unit 3 and in the exercises that follow below will give you examples of how to use these words.

Practice 1

Read the process paragraph below. There are six words in it which tell the reader the order of the steps. Find and underline these words.

Understanding and remembering your college reading assignments can be difficult. You should, therefore, try to use a system of study designed especially to help you with your college reading. Before you read your assignment, you should, first, look it over and ready the introductory paragraph and any boldface titles and headings. This will give you an idea of what your assignment is about. While you look over your assignment, you should also ask yourself some questions about it which you will have to answer with further reading. After you have formed your questions, you should read the whole assignment, trying to answer your questions as you read. Then, after you have finished each section of your reading, you should stop and repeat to yourself what you have learned. Finally, you should review your assignment, repeating all the earlier steps. If you follow this system, you should find that you understand and remember your assignment much more easily than before.

Practice 2

Here is a process paragraph with the transition words left out. Complete the paragraph by putting in the necessary words and phrases.

Choose your words and phrases from the list below.

before lastly when finally first

then after next

You can benefit more from the time you spend in class and enjoy your classes more if you learn how best to prepare for class discussions. When you know that your instructor plans a class discussion, you should, _____, read everything you can about the topic your instructor has assigned. You should do this reading _____ you go to class. _____, you should review your reading and note down the important ideas and arguments you have found in it. You will need to remember them when the class discussion begins. _____ you have finished your reading, you should prepare some questions and comments of your own to add to the discussion later. _____, when you go to class, be sure to participate in the class discussion. Pay attention to what your classmates are saying and add your questions and comments _____ the time is right. _____, take a few notes during the discussion so you will remember it later. These techniques will help you learn more from the discussion periods in your classes.

3. Concluding Sentences

Look again at Practice 1 and Practice 2 in sub-section 2. The last sentence in each paragraph is a concluding sentence which summarizes the task described and reminds the reader of the purpose of the task. In

Practice 1, the last sentence of the paragraph reminds students that the method of study described in the paragraph will help them understand and remember their reading. This is why they should use it. In Practice 2, the last sentence of the paragraph restates the idea that proper preparation for class discussions will benefit students. Ending process paragraphs in this way helps readers understand and remember what they should do and why they should do it. When you write process paragraphs, try to end them in this way.

Practice

Here are two more process paragraphs. At the end of each one, add a concluding sentence which summarizes the task described and reminds the reader of the purpose of the task.

1. Remembering what teachers say in class is a lot easier if students take notes in class correctly. They can learn to do this if they follow three important and basic steps. First, students should concentrate on a teacher's main ideas and be sure they write them down. The main points are the ones to remember because the teacher will probably ask about them on tests. Secondly, students should note down a few specific details which illustrate the main ideas. Though students should not attempt to write down all the details of a teacher's lecture, a few details will help them remember the main ideas later. While they do this, thirdly,

students should try to organize their notes the way the teacher has organized the lecture. This will help them see which of the teacher's ideas are important and worth remembering.

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2. Would you like to be able to review your class reading assignments quickly and easily at test time? Then try underlining your textbooks correctly as you read them. The first thing to do is to look over each chapter quickly before you read it in detail. Look at the title and boldface section headings and ask yourself what the chapter is about. Then read the chapter carefully, looking for the parts which answer your questions. After you have found these parts, take a pen and underline them. They are the parts you will want to remember later because they contain the most important information in the book. Finally, when you review your reading before a test, pay most attention to the parts you have underlined.

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4. Scrambled Paragraphs

Below is a process paragraph, but it does not have the usual paragraph form. The first and last sentences are in the right places, but all the other sentences have been scrambled (put out of their proper order). Also, most of the special transition words have been left out. Your job is 1) to put all the scrambled sentences back into the paragraph in their proper order and 2) to put in transition words where they are needed.

A. First, read the paragraph and all the scrambled sentences with your teacher. Ask your teacher to explain any words you don't understand. Do you understand what the paragraph is about?

B. Now, put all the scrambled sentences back into the paragraph in their proper order. Your teacher may ask you to work with a partner or with several partners in a group. When you consider where to put the sentences, pay attention to their meaning and to other sentences to which they refer. Then put in the transition words that belong in each sentence. Choose your words from the following list:

first then secondly next lastly

One way students can improve their grades is to use effective test-taking techniques.

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If students follow this procedure, they will probably see a meaningful improvement in their test scores.

Here are the scrambled sentences:

a. Students should read all the test questions carefully before they answer them to be sure they understand exactly what they say.

b. Surprisingly, many students hurt their chances by forgetting these things.

c. When they have looked over their test papers, students should plan their time carefully so that they can finish all parts of the exam in the time available.

d. When they receive their test papers, they should look them over quickly to make sure they understand what the exam is all about.

e. Students should be sure to get to class on time - not late, but also, not too early.

f. Before they come to class for a test, students should remember to bring all the materials - pens, pencils, paper, dictionaries - that they need.

g. They should try to sit in the front of the room in order to hear any directions from the teacher and to avoid distractions.

C. PARAGRAPHS DEVELOPED BY EXAMPLES

In Unit 3 you learned that an example paragraph is one that supports a main idea by giving examples which prove it, clarify it, give reasons for it, or make it more real. You learned that before you write an example paragraph, you should make a list of the examples you want to use. You should be sure you have enough (but not too many) examples, and you should take out any examples which do not support your main idea.

In addition to this, there are several other points you should remember when you write an example paragraph:

a. While your main idea should be general, your examples should be specific. This means that each example should present one particular case or instance of your main idea;

b. You must use special transition words to label your examples; and

c. You should end your paragraph with a sentence which summarizes your main idea.

1. General - Specific

A. When you make a general statement, you say something about some, many, or all instances of the thing you are talking about. Here is a general statement:

Our school library has copies of many fine novels.

A general statement always deals with a number larger than one. It often uses words such as several, some, many, and all.

On the other hand, a specific statement says something about one particular thing. Here is a specific statement:

Our school library has a copy of Charles Dickens' novel, Hard Times This statement mentions one particular novel. It mentions it by title, and it gives the name of the author. Specific statements often mention such things as book titles, personal names, names of particular cities, states, and countries, brand names of merchandise, or days of the week. Here are some examples of the difference between general and specific statements:

More general	More specific
Many people enjoy swimming.	Mr. Jones enjoys swimming.
Cities are often located on sea coasts.	New York City is located beside the Atlantic Ocean.
Most cars are expensive nowadays.	My new Toyota costs a lot of money.
Some sports can be dangerous.	Football can be dangerous.

B. When we write a paragraph with examples, our topic sentence should be a general statement and our examples should mention specific cases of this general statement. For example, if our topic sentence says that there are several ways for students to improve their grades, then each example should mention one specific way in which students can

improve their grades. Take a look at the sample paragraph below:

> Students have discovered that there are many things they can do to improve their grades in school. They have learned that they can use a variety of ways to get better results from the time they spend studying. Some students, for example, have improved their grades simply by turning off the television when they study. They have been surprised by the results. Others have found that taking good notes in class helps them remember better what the teacher has said. Another good method that students have used is group discussion. These students have learned to discuss their lessons with their classmates. These are just some of the many ways students have used to prepare themselves better for classes and tests.

There are three example sentences here, and each has been underlined to help you identify it. Each of the three examples (turning off television, taking good notes, and discussing lessons) is a true, specific example because it mentions one of several possible ways to improve grades. Each helps to illustrate and clarify the topic sentence.

Look for a moment, however, at the second sentence in the paragraph above: "They have learned that they can use a variety of ways to get better results from the time they spend studying". This sentence has not been underlined in the paragraph because it is not a true, specific example of the topic sentence. This sentence is actually just another way to say what the topic sentence has already said. It is a general statement--not a specific example--because it mentions "a variety of ways", not just one specific way. It simply repeats, or restates, the

same general idea that the topic sentence states, although it uses different words. When you write a paragraph with examples, be sure that you can tell the difference between true, specific examples and general sentences which simply repeat what the topic sentence says.

Practice

Below is a topic sentence. After it you will find a list of supporting sentences. Decide if each sentence is a true, specific example or simply another general sentence which says the same thing as the topic sentence. Mark the true examples with E. Mark the general restatements with R.

topic sentence: A good school library stores information in many different ways.

1._____ Books are the basic source of information in school libraries.

2._____ Maps, charts, and atlases provide important geographical and economic information.

3._____ Students have a variety of sources to choose from when they turn to a school library for information.

4._____ Much information is also contained in special books called reference books.

5._____ The magazine sections of libraries contain information about current events.

6._____ Most school libraries have collections of information stored on records and tapes.

7._____ Books are not the only places to look for information when you go to the library.

8._____ Many old documents and books are stored on microfilm to save space.

9._____ You should become acquainted with the many different sources of information in your school library.

10._____ Some school libraries have large collections of pamphlets and brochures published by the Federal Government.

2. Transition Words of Example

When you write a paragraph with examples, it is important to tell the reader when you want to give an example. You should use words and phrases which help the reader follow the change in your paragraph from general statement to specific example. Otherwise, the reader might become confused. For the first example in your paragraph, you should use the phrase, for example (or the phrase, for instance, which means the same thing). After that, you should use words and phrases of addition, such as in addition, additionally, also, another, other, and furthermore, to show you are adding more examples. Look again at the sample paragraph on page 123 to see some ways in which example words and phrases can be used. Discuss them with your teacher.

Practice 1

Read the paragraph below. There are three words or phrases in it which tell the reader that the sentences in which they are located are examples. Find and underline these three words or phrases.

Students who have come to the United States from other countries have found that there are many ways in which they can improve their command of English here. Many have learned, for example, that watching television regularly can increase their English vocabulary and their ability to understand the spoken language. Reading newspapers also builds their vocabulary and their familiarity with American culture. Taking English classes in college is another good way to learn English because students are instructed in the language and because in school they can meet and talk with new friends. In these and other ways, students from foreign countries can learn to use and enjoy their new language.

Practice 2

Here is an example paragraph with the transition words left out. Complete the paragraph by putting in the necessary words and phrases. Choose your words and phrases from the list below.

for example . furthermore other

in addition also

Community colleges provide valuable services for the communities which support them. _____, they give local students the opportunity to take their first two years of college work at very

low cost before transferring to a university. They provide,_____, many career and vocational training programs for people who need to learn new job skills. _____, they offer basic skills classes to students who must improve their command of English or mathematics before taking regular college classes. Such services help raise the general level of education and skill in the communities where these colleges are located.

3. Concluding Sentences

Look again at Practice 1 and Practice 2 in sub-section 2. The last sentence in each paragraph is a concluding sentence which summarizes the main idea of the paragraph. In Practice 1, the last sentence of the paragraph restates the idea that foreign students can learn English in many ways. In Practice 2, the last sentence of the paragraph summarizes the whole paragraph by telling the reader why the services of community colleges are valuable. If you look again at the sample paragraph on page 123, you will see that here, also, the last sentence restates the idea of the first sentence. Paragraphs with examples often end with these restatements or summaries. They do this because ending this way helps the reader understand and remember the main idea of the paragraph. When you write paragraphs with examples, try to end your paragraphs this way.

Practice

Here are two more paragraphs with examples. At the end of each one, add a concluding sentence which restates the topic sentence or summarizes the idea of the whole paragraph.

1. For many reasons, more and more people over the age of sixty-five and returning to college every year. One typical sixty-seven year old, for example, returned recently to college to learn how to start his own business. He had worked for a salary all his life and, in retirement, decided he wanted to work for himself. Many other students, especially older women, are returning to complete the educations they couldn't finish earlier. They want to finish what was interrupted by the responsibilities of home and children. Many seniors, furthermore, are returning to college simply to fill their time productively. One typical ninety-five year old reported that he studied at his age "to keep my mind alert".

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2. Colleges today use computers in unusual ways. You will find them not only in science, engineering, and business classes, where you might expect them, but also generally throughout the college. When you register for classes, for instance, computers record your registration, recall any important information about you, and

print out your class schedule. When you look for books in the library, moreover, a computer will probably help you search through the card catalog. You will even find computers in English classes, where special programs help students learn the rules of grammar and style by machine.

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4. Scrambled Paragraph

Below is a paragraph with examples, but it does not have the usual paragraph form. The first, second and last sentences are where they should be, but all the other sentences have been scrambled (put out of their proper order). Your job is to put all the scrambled sentences back into the paragraph in their correct order.

1. First, read the paragraph and all the scrambled sentences with your teacher. Ask your teacher to explain any words you don't understand. Do you understand what the paragraph is about?
2. Now, put all the scrambled sentences back into the paragraph in their proper order. Your teacher may ask you to work with a partner or with several partners in a group. When you consider where to put the sentences, pay attention to the transition words and to the meaning of the sentences. Try to decide which sentences refer to other sentences and belong together with them. Note: do not rely on the letters before each sentence. They will not tell you the correct order.

There are several things students can do to improve their reading speed. Just a few simple techniques can help them keep up with their class assignments and increase their reading pleasure.

All these methods can help students handle their reading load better and improve their performance in college.

Here are the scrambled sentences:

a. For example, students should take a quick look at the entire assignment before they read it carefully.

b. They can avoid such eye movement by covering the lines they have just read with a card.

c. If they read the title, the first paragraph, and any section headings, they can get a good general idea of what their assignment is about.

d. Students can use this pacing "trick" to help improve their concentration.

e. If readers see a whole group of words at a time, they will catch the meaning of their reading faster.

f. Another good technique is to read in groups of words rather than just word for word.

g. Lastly, students can use the technique of pacing, which means running their fingers along the lines to force themselves to read faster.

h. They should also keep their eyes from moving backwards on the page since this wastes time.

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Free-Writing Task 1.

You have now had a chance to look at the narrative, process, and example paragraphs in detail. The time has come for you to return to the tasks in Unit 3, part C. You will remember that in Unit 3 the class as a whole chose a topic to write down on the blackboard. The class prepared a list of supporting details and a topic sentence for this choice. Then, your instructor made a copy of this topic sentence and list of supporting details. Your instructor will now recopy these on the blackboard, and the class under the guidance of the instructor should turn them into a paragraph. The instructor may write this paragraph on the blackboard, or she may ask individual students to write sentences on the board. When you have finished, look over the paragraph together and ask yourselves these questions:

1. Have we followed the plan for this paragraph which we outlined in Unit 3?
2. Have we used the information we learned in Unit 4 when we wrote this paragraph?
3. Have we made any mistakes in grammar or punctuation?

Be sure to correct any mistakes in your paragraph.

Free-Writing Task 2.

You will remember that in Unit 3 you prepared a topic sentence and a list of supporting details for a paragraph together with a partner or in a small group and that you gave these to your instructor. It is now time for your instructor to return this paper to you. Take this topic sentence and list of supporting details and together with your partner or group, write your paragraph. Follow the same procedure which you did with your class paragraph. Don't forget the three final self-check questions. When you finish, give your papers to your instructor. She will correct them and return them to you. Then, write your paragraph again, making all the corrections your instructor had indicated. Let your instructor check your work.

Free-Writing Task 3.

You will remember that in Unit 3 you prepared a topic sentence and a list of supporting details for a paragraph all by yourself and that you gave these to your instructor. It is now time for your instructor to return this paper to you. Take this topic sentence and list of supporting details and write your own individual paragraph. Follow the same procedure which you did for the other paragraphs. Don't forget the three final self-check questions. When you finish, give your paper to the instructor. She will correct it and return it to you. Then, write your paragraph again, making all the corrections your instructor has indicated. Let your instructor check your work.

APPENDIX

Suggested materials for transitional writing classes

I. Composition Texts

Ackert, Patricia. Please Write: A Beginning Composition Text for Students of ESL. Prentice-Hall.
Claims to be beginning university level but is not academically oriented; chapters organized by points of grammar and move from practice exercises to sentences to paragraphs. Spelling, mechanics; sentence combining; unity.

Arnaudet, Martin L. and Mary Ellen Barrett. Paragraph Development: A Guide for Students of English as a Second Language. Prentice-Hall.
Progresses from topic sentences to supporting material to rhetorical patterns. Frequent spiraling exercises re-enter previously studied concepts. Chapter activities move from paragraph analysis, using charts and diagrams, to controlled imitation of models to free writing. Unity and coherence. Reading level of some of the models may be too high for some students. Some grammar.

Bander, Robert G. From Sentence to Paragraph --A Writing Workbook. Holt, Rinehart and Winston.
Strong on sentence combining exercises; basic sentence types; parallelism; prewriting; topic sentence and controlling idea; coherence; unity; transitions. Pre- and post-tests. No rhetorical modes; no grammar.

Blanchard, Karen and Christine Root. Ready to Write --A First Composition Text. Longman.
Focus on paragraph: topic sentence, narrowing, organization; chapters organized by rhetorical modes; contextualized with photos, drawings, graphs and charts, newspaper clippings. No grammar.

Horn, Vivian. Composition Steps. (Edited and annoted by Esther Rosman.) Newbury House.
Emphasis on paragraph; topic sentence, supporting details; rhetorical modes; unity; coherence; punctuation; spelling; some grammar. Many kinds of exercises; controlled to semi-free to free writing.

Ingram, Beverly and Carol King. From Writing to Composing: An Introductory Composition Course for Students of English. Cambridge University Press.
Differentiates between writing and composing and offers extensive practice in both; listening and speaking activities as groundwork for writing activities; dictation passages and picture compositions; sentence combining; paragraph organization; selective grammar; revising and editing; discourse mostly limited to various types of description.

Oshima, Alice and Ann Hogue. Introduction to Academic Writing. Addison-Wesley.
Begins with paragraphs and progresses to full essays but includes sentence structure. Sentence combining; prewriting; freewriting; grammar; vocabulary punctuation.

Pagurek, Joyce. Writing Workshop: Paragraph and Sentence Practice. Newbury House.
Chapters organized by rhetorical modes; each chapter progresses from sentences to paragraphs and ends with exam-type questions. Contextualized with graphics and a variety of contemporary topics and sources of data. Activities move from guided to open-ended. No grammar.

Rice, Martha Kilgore and Jane Unaiki Burns. Thinking/Writing: An Introduction to the Writing Process for Students of English as a Second Language. Prentice-Hall.
Chapters organized by rhetorical modes; each chapter progresses from sentence to paragraph; focus on linear form of development. Signal words; topic sentences; vocabulary. Illustrations, graphics. No grammar; no models.

Sheehan, Thomas. Comp One! --An Introductory Composition Workbook for Students of ESL. Prentice-Hall.
Basic sentence types; punctuation; grammar, particularly tenses; topic sentence; rhetorical modes; spelling. Starts with the alphabet --print and cursive. Illustrations, graphics.

II. Grammar Exercise Books and Handbooks

Azar, Betty S. Fundamentals of English Grammar. Prentice-Hall.
Intended for intermediate ESL. Perhaps the best of the standard grammar exercise books. Concise explanations of structures. Uses a combination of oral-communicative and written exercises. Exercises, however, limited to sentence-level manipulation. Covers basic verb tenses (present, past, future, present perfect, past perfect), modals, question formation, gerunds/infinitives, passive voice, relative clauses, nouns and articles, noun clauses, reported speech, and conditional adverbial clauses.

Breyer, Pamela. Grammarwork. English Exercises in Context. Four books. Regents.
Low to intermediate ESL. A handy source of easy exercises for many structures. Each structure presented by example accompanied by graphics or some short contextualizing sentences. Structures are, however, not explained in detail. Covers present tenses, past, future, present perfect, modals, comparison of adjectives, continuous tenses, past perfect, passive voice, conditionals, noun clauses.

Dart, Allan K. ESL Grammar Handbook. Books 1 and 2. Prentice-Hall.
Low- and high-intermediate ESL. A standard grammar workbook. Much used. Offers concise explanations of structures and very considerable sentence-level practice. Structures examined and practiced in great detail. This workbook is, however, not contextualized, and the vocabulary and content of the practice sentences may be difficult for intermediate-level students. Covers all the major grammatical structures of English.

Dixon, Robert J. Tests and Drills in English Grammar. Books 1 and 2. Regents.
Low to intermediate ESL. A handy collection of oral exercises for instructors who like the audio-lingual drill approach. Easy to use, but no explanation of structures. Covers basic verb tenses, question and negative formation, modals, adjectives, quantifiers, pronouns, tag endings, perfect tenses, passive voice, reported speech, conditionals, gerunds/infinitives.

Dixon, Robert J. Regents English Workbook. Three books: Beginning, Intermediate, Advanced. Regents.
Low to advanced ESL. Books 1 and 2 parallel the drill exercises in Dixon's Tests and Drills books and supplement them with written exercises. Book 3 also supplements Dixon's advanced grammar drills, but it also introduces exercises on punctuation and spelling and some reading comprehension.

Frank, Marcella. Modern English. Exercises for Non-Native Speaker. Two books. 2nd ed. Prentice-Hall.

Intended for advanced ESL, but some instructors may want to adapt exercises to lower-level students. Book one is unusual in that it organizes instruction according to parts of speech. Grammatical structures are discussed under the headings: Nouns, Pronouns, Verbs, Auxiliaries, Adjectives, Articles, Adverbs, Prepositions. The section on articles is especially extensive and useful, since practice with articles is otherwise hard to come by.

Hayden, Rebecca, et al. Mastering American English. A Handbook-Workbook of Essentials. Prentice-Hall.

Intended for intermediate to advanced ESL, but instructors may want to adapt exercises to lower level students. This is an old (1956) book, and its theoretical basis (structural linguistics) is dated. It continues to be reprinted, however, because its explanations of grammatical structures are exceptionally thorough and its coverage unusually broad. Contains useful sections on articles and prepositions.

Paulston, Christina B., et al. Writing: Communicative Activities in English. Prentice-Hall.

High-intermediate ESL. Despite the title, this a grammar workbook, but certainly the most unusual and innovative one to appear in a long time. The book is organized around a sequence of the basic grammatical structures of English, but instead of sentence-level manipulation, the student practices structures by writing whole compositions with them. Composition practice progresses through stages, from guided to free. This book might be a very valuable supplement to a composition course. Book covers present tenses, past tenses, perfect tenses, modals, nouns, pronouns, adjectives, relative clauses, adverbials, conjunctions, and adverb clauses.

Raimes, Ann. Grammar Troublespots. An Editing Guide for ESL Students. St. Martin's Press.

Intermediate-advanced ESL. Arranged to help the students confused by the red correction marks on their compositions. Short lessons, each proceeding from a specific point of grammar phrased as a question. Might be useful even in low level ESL composition courses when students re-write their assignments. Covers sentence structure, compound and complex sentences, questions, negatives, nouns, verbs, agreement, passive voice, pronouns, articles, adverbs, participles, conditionals, quotation, and punctuation.